



# Feedback - Activating Students as Owners of Their Own Learning

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This Spotlight supports the T&L Briefing (02/10/20), and builds on the activity at the HoDs meeting where we discussed Subject Specific Feedback Policies. It revisits ideas introduced over the last two years based on the research evidence behind the **impact of getting students more involved in their feedback**. Activating students as owners of their own learning can produce real improvements.

Self-assessment and self-reflection provide the perfect opportunity to build **depth into our feedback**. Learner's need to develop skills relating to self-assessment and it's worth investing time in this. Self assessment should form a concrete evidence base for students' learning and be a **motivational and reflective opportunity** for each individual in your class. As with peer assessment (which we will return to in the next Spotlight), self assessment involves skills that need to be taught so they become a routine in your lesson.

- A focus on embedding feedback practices in our classrooms ~ outcomes for pupils<sup>1</sup>
- understand how to develop as a result of **regular, high-quality feedback** from staff who use a wide range of feedback strategies
  - know how to and are **given a good amount of time to respond to feedback** - they value this and **understand their role in the feedback process**
  - acquire the **shared language** of "feedback at Channing"

HoDs discussed how they plan to **involve students in the feedback process**.

In Spanish students are able to **correct their own mistakes** using **correction codes** and are encouraged to be more reflective after feedback on significant writing HW by writing their own targets as WN (what next). In PSHE we are using Google Forms to find out if there are gaps in the curriculum, and if lessons are having an **impact on their understanding**. In Politics and Economics they are using **marking grids and highlighting AOs** in different colours. In Psychology, students can access their **individualised comments** online / generate personal targets, as much of the feedback is recorded. In Biology students correct in green improving answers and/ or **correcting mistakes**. In French students correct their own work based on **correction codes** and WWW/WN and write their targets based on feedback. In Chemistry students have to respond **directly on the feedback sheet** reflecting on what they did well and what they need to work on. In RE there is a **2 way dialogue with students** - responding to student input and challenging them to further develop. In Drama students are **responding individually to common errors** and mistakes to encourage metacognition. In PE feedback includes **self assessment** alongside the end of unit self assessment & **feedback review**. In IT Martin is using a **feedback box** with each assignment allowing students to make comments about the assignment via online feedback forms. In German students are encouraged to be **self reflective and independent** to identify errors and correct them. In Maths they are encouraging students to **write reflections about their work** and are giving them the opportunities in DIRT time to discuss and reflect. In Physics they are encouraging **thinking time** to identify what went wrong - before students are given answers. English teachers are asking students to **write targets** from the last piece of work on the next assessment. In Classics they are **asking students to analyse excellent work** and say what is excellent, or conversely, say how they'd improve a middling answer. They are also getting them to **write targets on the top of work before beginning**. Socratic self-evaluations are also part of their feedback approach. In Geography students are given **DIRT in order to respond to teacher feedback** and look back at teacher feedback before the next piece of work. In History they are adding **comments as annotations on GC** using comment bank, and also using apple classroom

- Takeaway:**
- We appear to have a shared language around feedback - let's use it consistently with our students, in our classrooms.
  - Feedback should be more work for the student than it is for the teacher.

<sup>1</sup> from T&L Development Plan 2020